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ABSTRACT

Students in this course are expected to expand their aural-oral skills through practice with listening, speaking, reading, and writing exercises. Performance objectives specify minimum competence to be attained in each of these areas. Structural exercises, including substitution and expansion drills, encompasses the contractions of "a" and "el," "de" and "el;" personal "a;" and the present tense of regular verbs. These materials are to be used with the "A-LM: Spanish Level One" first edition materials. It is recommended that students master the Quinmester Program course, "Introductory Spanish 2" (7503.32) before beginning this course. (RL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

INTRODUCTORY SPANISH
Course Number

7503.33

FOREIGN LANGUAGE

FL 003 142

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

INTRODUCTORY SPANISH, PART 3

COURSE NUMBER 7503.33

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

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COURSE DESCRIPTION

In this course the student will expand his aural-oral skills. The story level concerns a friend with a broken leg and then the Spanish custom of eating twelve symbolic grapes on New Year's Eve. Structure will encompass the contractions a + el, de + el, personal a, and present tense regular verbs. State adopted text A-LM level I, first edition, is utilized. The course is designed for the student who has controlled 7503.32 or its equivalent. Spanish will be the language of the classroom.

BROAD GOALS AND PERFORMANCE OBJECTIVES OF THE COURSE

These minimum objectives will be met with 70% proficiency by a majority of the students unless otherwise specified.

I. Listening Skills:

The pupil, according to his level of maturity and achievement, will demonstrate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo:

1. Given orally ten incomplete sentences about the basic dialog, each followed by three possible completions, the student will choose the correct one for each sentence by circling a, b, or c.
2. Given orally ten questions based on each part of the lesson on Las Uvas, the student will select the correct answer by choosing from three possible ones.
3. Given orally twenty sentences in Spanish based on the material taught each followed by three possible interpretations in English, the student will choose the correct one by circling a, b, or c.
4. Given orally twenty incomplete sentences concerning the use of contractions, personal a, and e and i verbs in the present tense, each followed by three possible completions, the student will

choose the correct one for each sentence by circling a, b, or c.

B. Comprehension of new arrangements of familiar content:

Given a series of ten sentences, each followed by three suggested rejoinders, the student will choose the correct rejoinder by circling a, b, or c, as corresponds to the correct choice.

C. Understanding of two natives of the target culture speaking on topics within his range of experience:

1. Given short prepared dialogs of no more than two lines per (native) speaker, followed by no more than three questions and the respective answers, the student will write V or F (verdadero o falso) to indicate a correct answer for the questions given.

2. Given brief oral dialogs the student will write a, b, or c to indicate the subject of the conversation (casa, escuela, hospital, cena, fiesta, etc.).

D. Understanding of conversation based on everyday structure:

Given orally a dialog followed by five questions, and each question followed by three possible answers, the student will select the correct one by circling a, b, or c on his answer sheet.

II. Speaking Skills:

According to his levels of maturity and achievement, the pupil will in a manner acceptable to the teacher:

A. Imitate conversations of models at natural speed:

1. The student will recite by memory the content of the dialog taught.
2. Given pictures as cues relating to the sentences of the identification exercises in the lesson on "LAS UVAS" the student will say by memory the sentence that is represented by each picture.
3. The student will recite by memory the months of the year with 100% accuracy.
4. Given the lines of each of the narratives in the lesson on "LAS UVAS" the student will imitate what is heard.

B. Discriminate among sounds and pronounce them in a fashion acceptable to the teacher.

1. Given five minimal pairs containing particular Spanish sounds stressed in this course, the student will respond orally, discriminating the correct sound.
2. After hearing ten minimal pairs on the consonant contrast stops, the student will respond orally discriminating the correct sound.
3. Given three columns of words each containing five words with the letters (R) and (ɾ) and (rɾ)

the student will respond orally discriminating the correct sound.

C. Perform necessary changes in form and order.

1. Given an item substitution drill on the definite article contractions and personal a, the student will restate the pattern sentence performing the proper changes.

2. Given a person number substitution drill in the present tense of -e and -i verbs the student will restate it as cued.

3. Given number substituation drills on the present tense of the -e and -i verbs, the definite article contractions and personal a, the student will restate the patterned sentence performing the proper changes.

4. Given the oral replacement drills of material taught, the student will restate the correct pattern performing the necessary changes.

D. Answer questions about his usual activities.

1. Given questions dealing with months of the year, the student will answer them orally, within a predetermined period of time.

2. Given directed dialogs relative to the material taught, the student will respond according to directions given.

3. Given the recombination response drill questions in the material taught, the student will answer them orally adapting them to his own situation using correct sentence pattern within a predetermined period of time.

E. Ask questions relating to his usual activities.

1. Given a verbal cue on the months of the year and numbers, the student will ask a question using the said cue.

2. Presented with a visual stimulus (overhead projector, slides, cue cards, pictures) of situations included in materials taught, the student will ask questions using the said situations. Time limit for response is left to the discrimination of teacher.

F. Recognize structural and grammatical signals by applying them correctly in patterned drills.

Using subject pronouns as cues (given orally), the student will construct orally a patterned sentence placing the cue in the correct structural position, giving also the correct form of the verb (e and i) in the present tense.

III. Reading Skills:

The pupil according to his levels of maturity and achievement will demonstrate by oral or written reaction with a proficiency acceptable to the teacher his:

A. Awareness of regular sound-letter correspondence.

Given a list of words containing the following letters (bv, j, ge, gi, n, ga, go, gu, gue, gui, r. rr, r,ɗ, and rɗ) the student will correctly pronounce each sound.

B. Skill of reading as evidenced by correct intonation and juncture.

1. Given five selected lines from material taught, the student will read orally.
2. Given five sentences of the same material but in a new arrangement, the student will read orally.

C. Skill of reading with direct comprehension of what has been mastered audiolingually.

Given any basic material taught, the student will read correctly its content and indicate comprehension by choosing from possible written answers to written questions by circling a, b, or c.

D. Skill of reading materials that recombine material already taught audiolingually.

Given a narrative or dialog of 70-90 words of rearranged material, the student will indicate by choosing a, b, or c answers to questions asked.

IV. Writing Skills:

According to his level of maturity, and achievement the pupil with proficiency acceptable to the teacher will:

A. Copy in the target language that which he has previously heard, spoken and read.

1. Given lines from the material taught, the student will copy each line or sentence.

2. Given the months of the year and the numbers 21-31, the student will copy each.

B. Write from dictation the target language content which he has previously heard, spoken and read.

1. Given a dictation on the months of the year in random order, the student will write each month with 100% accuracy.

2. Given a dictation taken from materials taught, the student will write each line or sentence.

3. Given orally ten numbers at a time, the student will write the word for the number.

C. Write exercises requiring minimal structural changes.

1. Given one model sentence in the present tense of the -e verbs studied followed by subject pronoun cues, the student will write the correct verb form.

2. Given one model sentence in the present tense of the -i verbs followed by the subject pronoun cues, the student will write the correct verb form.

3. Given one complete sentence the student will replace portions of the sentence as cued but keeping structure intact as in replacement drills and item and double item substitution exercises.

D. Rewrite a paragraph, changing one key structural element and making all other consequent necessary changes.

Given a paragraph using verbs known to the student in the first person singular, the student will change the paragraph from the first person singular to the first person plural making any other necessary changes.

E. Write an original dialog.

Given a title for a dialog, (Ex. El Almuerzo, En la Escuela, En la casa, La Cena, La Fiesta, etc.) and using the structures taught in all courses to date plus lines on narrations and past dialogs, the students will make an original dialog of no less than 8 lines.

V. Culture Appreciation:

A majority of the students will attain these minimum objectives:

A. Identify five statements descriptive of the role of the family and that of its individuals in the social structure when given 10 from which to choose.

B. Identify the similarities and differences between the learner's culture and the target culture by writing a paragraph in English on:

1. Winter sports
2. Sierra Nevada
3. New Year's Eve Celebrations

VI. Attitude:

A continued interest in the target language and culture.

A majority of the students will:

A. Indicate on an attitudinal questionnaire taken before and after the course that they have changed some original negative ideas about Spanish speakers to positive.

B. Sign up for further courses of language study.

COURSE CONTENT

I. El Accidente de Enrique

A. Dialog - El Accidente de Enrique

B. Supplement

1. Months of the Year
2. Numbers

C. Dialog Adaptation

1. Questions related to Dialog 6
2. Personal questions derived from Dialog 6

D. Structure Drills

1. Definite Article: Contractions a + el → al

a. Repetition Drill

b. Item Substitution

c. Number Substitution

d. Response Drills

e. Replacement Drills

2. Definite Article Contractions de + el → del

a. Repetition Drill

b. Item Substitution

c. Number Substitution

d. Response Drills

e. Replacement Drills

3. Personal A

a. Repetition Drill

b. Item Substitution

c. Response Drills

d. Replacement Drills

4. Translation Drills

a. Related to Dialog

b. Related to personal A

E. Directed dialog

F. Recombination Response Drills

G. Recombinations Narratives

II. Luis y las Uvas de la Felicidad

A. Narrative

1. Part I

a. Identification Exercise

b. Narration

c. Questions and Answers

2. Part II
    a. Identification Exercise
    b. Narration
    c. Questions and Answers
3. Part III
    a. Identification Exercise
    b. Narration
    c. Questions and Answers
4. Part IV
    a. Narration
    b. Questions and Answers

B. Structure Drills
    1. -E verbs-present tense
        a. Repetition Drill
        b. Person-number substitution
        c. Number substitution
        d. Response Drills
    2. -I verbs-present tense
        a. Repetition Drill
        b. Person-number substitution
        c. Number Substitution
        d. Response Drills
    3. Replacement Drills
    4. Translation Drills

C. Recombination Response Drills

COURSE CONTENT

GRAMATICAL INVENTORY

El Accidente de Enrique

I. New Vocabulary Items

Nouns	Verbs	Expressions
accidente	aprender	¡No hombre!
cabeza	caer(se)(reflexive)	Justamente por eso
Enrique	decir(irregular)	¿Cuándo se le metió en la cabeza?
hospital	esquiar	
Julio	faltar	Hacía mucho frío
Mario	meter	Eso me faltaba
pierna	preocupar(se)(reflexive)	
Sierra Nevada	quebrar(se)(reflexive)	
sitio	querer (irregular)	
	romper(se)(reflexive)	
	saber(irregular)	
	venir(irregular)	
	ver(irregular)	

II. Grammatical Structures

A. Use of definite article contractions

1. a + el = al

2. de + el = del

B. Personal a

COURSE CONTENT

GRAMMATICAL INVENTORY

Luis y las Uvas de la Felicidad

I. New Vocabulary Items

NOUNS	ADJECTIVES	VERBS	PRONOUNS
abuelos	alegre	acabar	esto
año	bueno	atragantarse (reflexive)	estos
campanada	cuarta-o	celebrar	
cena	divertida-o	coquetear	
cestita	esta	dar	
copa	estas	empezar	
champaña	este	haber	
familia	estos	ocurrir	
felicidad	grande	pasar	
fiesta	guapo-a	permitir	
hermanos	mayor	poder	
hijo-a	menor	ponerse (reflexive)	
impaciencia	mi-s	quedar	
Luis	nuevo-a	reunirse (reflexive)	
llegada	primer-a	seguir	
padres	séptima-o	tomar	
primos	toda-o		
reloj	tonto-a		
suerte	único-a		
tíos	vieja-o		
tradición			
uvas			

II. Grammatical Structures

A. Uses of E verbs - present tense

1) comer, comprender, leer, aprender, meter

B. Uses of I verbs - present tense

1) vivir, permitir, reunir(se)

SUGGESTED EXPANSION OF MATERIALS

El Accidente

I. Dialog and Questions

Procedures:

A. The student will be given a short summary in English of what happened in the Dialog.

B. The teacher will introduce the student to the title of the Dialog and characters. The student will repeat these. After he can say the title, he will listen to each line said by the teacher or model then the teacher will ask for a choral repetition of the first line, break the line in two or three parts, and students will repeat (choral partial and individual repetition).

Materials Used:

1. Pictures representing Title in reference to Dialog 6 and first four lines.
2. Tape
3. Stick figures
4.. Blackboard and overhead

C. Questions to clarify comprehension of first four lines of dialog.

1. ¿Cómo se llama el Diálogo ?
2. ¿Cuántas personas hablan en este Diálogo?
3. ¿Cómo se llaman?
4. ¿Qué le pregunta Julio a Mario?

5. ¿Enrique vino hoy a la escuela?
6. ¿Cuándo vendrá Enrique a la escuela?
7. ¿Qué le pasó a Enrique?
8. ¿Por qué Enrique no vendrá a la escuela por algún tiempo?

D. Variations on Dialog adaptations

1. ¿Vino su hermano hoy a la escuela?
2. ¿Dónde está su hermano?
3. ¿Está su hermano en el hospital?
4. ¿Qué le ha pasado?
5. ¿Tiene Ud. una pierna quebrada?
6. ¿Se quebró su amiga una pierna?
7. ¿Se partió María un brazo?
8. ¿Se fracturó Rosa la cabeza?
9. ¿Se partió Ud la mano?
10. ¿Has visto a tu mamá hoy?
11. ¿Vendrá Juan a la escuela mañana?
12. ¿Has visto a tu amigo o amiga hoy?
13. ¿Quién es tu amigo?
14. ¿Dónde ha visto a su amigo?
15. ¿Está su amiga en la escuela hoy?
16. ¿Dónde está Ud. ahora?
17. ¿Viene Ud. a la escuela todos los días?
18. ¿Te gusta la escuela?
19. ¿Prefieres el hospital o la escuela?
20. ¿Qué días de la semana no vienes a la escuela?

E. Questions based on the dialog (lines 5, 6, 7, 8)

1. ¿Cómo se quebró Enrique la pierna?
2. ¿Cuándo se cayó Enrique?
3. ¿Se partió Enrique un brazo?
4. ¿Se quebró Enrique una mano?
5. ¿Enrique sabe esquiar?
6. ¿Dónde está Enrique?
7. ¿Cuándo se cayó Enrique?
8. ¿Se cayó Enrique el domingo pasado?
9. ¿Enrique está en el cine?
10. ¿Por qué está Enrique en el hospital?

F. Personal questions that could be used for these lines

1. ¿Sabes tú esquiar en la nieve?
2. ¿Sabes tú esquiar en el agua?
3. ¿Sabe Ud. patinar?
4. ¿Tienes tú patines de ruedas?
5. ¿Tienes tu patines de hielo?
6. ¿En qué meses se puede esquiar en el agua en la Florida?
7. ¿Se puede esquiar en la nieve en la Florida?
8. ¿Quiere Ud aprender a esquiar?
9. ¿Y Ud. Enrique?
10. ¿Sabe Ud. jugar al fútbol?
11. ¿Dónde esquían Uds.?
12. ¿Cuándo va Ud. al hospital?
13. ¿Con quién va Ud.?
14. ¿Quién es ese hombre?

15. ¿Quién es esa mujer?

16. ¿Qué prefieres patinar o esquiar?

17. ¿Sabes tú nadar?

18. ¿Dónde prefieres nadar en la playa o en la piscina?

19. ¿Tienes tú una piscina en tu casa?

20. ¿Nada bien o mal?

The same procedures will be followed for the second part of dialog six.

II. The parts of the body.

A. These should be taught by showing the parts using an acetate or a live model. The students will repeat the following sentences while the teacher shows each part on the acetate or model.

1. Es la cabeza
2. Es la cara
3. Es la nariz
4. Es la boca
5. Son los ojos
6. Son las orejas o es la oreja
7. Son los dientes
8. Son las cejas
9. Son las pestañas
10. Es el cuello, etc.

B. Repetition Drill

Me duele el pie.

Me duele la mano.

C. Item Substitution

Me duele la cabeza.

_____ el pie.

_____ el estómago.

D. Te duele la cabeza.

(el dedo) _____

(la mano) _____

E. Se quebró el brazo.

(la pierna) _____

(el dedo) _____

F. ¡Qué boca tan grande!

¡_____ nariz_____!

¡_____oreja _____!

G. Papá tiene una pierna quebrada.

_____ un brazo_____

_____ un dedo _____

III. Months of the Year

A. The students will repeat after the model--

Los meses del año son: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre y diciembre.

B. Suggested Drills

Estamos en enero.

_____ febrero.

_____ junio.

Me gusta el mes de marzo.

_____ mayo.

_____ julio.

Enero tiene 31 días.

Marzo_____

Mayo _____

Julio _____

Agosto_____

Octubre_____

Diciembre_____

Abril tiene 30 días.

Junio_____

Septiembre_____

Noviembre_____

Escuchen y repitan: "Febrero tiene 28 días pero cada cuatro años tiene 29".

IV. Suggested Activities

1. Repetition of the numbers from (I-31)
2. Identification of the numbers made by the students when presented with card showing the figure.

V. Suggested Activities - Personal A

A. Item Substitution

¡Qué no te gusta la novela!

¡_____ leche.

¡_____tienda.

B. No conoces a la señorita?

¿_____ muchacha?

¿_____ rubia?

VI. Narratives on tape, Dade ALM*

A. La señora López

B. En el hospital

C. Luis quiere aprender a esquiar.

D. María quiere aprender a nadar.

E. El esquí acuático.

F. Juanito Plón Plón

SUGGESTED EXPANSION OF MATERIALS

Las Uvas

I. Members of the family

A. La Familia

1. La Madre - (Los Padres) - El Padre
2. La Hija - (Los Hijos) - El Hijo
3. La Abuela - (Los Abuelos) - El Abuelo
4. La Hermana - (Los Hermanos) - El Hermano
5. La Tía - (Los Tíos) - El Tío
6. La Prima - (Los Primos) - El Primo
7. El Matrimonio - (The Couple)

B. Questions for discussion.

1. ¿Cuántas personas hay en su familia?

*Can be secured from the County Media Production Lab.

2. ¿Usted es el hermano mayor?

3. ¿Cuántos años tiene su hermana menor?

4. ¿Usted es hijo único?

5. ¿Quién es la madre de su papá?

6. ¿Quién es el hermano de su mamá?

7. ¿Cuántos hijos tiene su tía?

8. ¿Quién es el esposo de su tía?

II. Beverages

Difference between vaso and copa.

A. Extended Vocabulary

1. La Champaña -- Una Copa

2. El Vino -- Una Copa

3. El Refresco -- Un Vaso

a. Coca Cola

b. Pepsi Cola, etc.

4. La Cerveza

5. Las Bebidas Alcohólicas

B. Questions for Discussion.

1. ¿Le gusta la champaña?

2. ¿Usted prefiere champaña o cerveza?

3. ¿Qué refresco le gusta?

4. ¿"Le" o "te" gustan los refrescos fríos?

5. ¿Usted toma champaña en vaso o en copa?

III. Names of Meals

El Desayuno -- por la mañana

El Almuerzo -- por la tarde

La Cena (La Comida) -- por la noche

(questions on this)

IV. Teach about more adjectives and give opposites of the ones mentioned in Unit 7. Example:

Mayor -- Menor	Grande -- Chico, Pequeño
Nuevo -- Viejo	Alegre -- Triste
Joven -- Viejo	Paciencia -- Impaciencia
Divertido -- Aburrido	Guapo -- Feo
Tonto -- Listo (Inteligente)	

V. Prepare additional questions relative to materials taught but with a personal touch. Examples:

1. ¿Cómo es su casa?
2. ¿Dónde celebra usted el año nuevo?
3. ¿Celebran el año nuevo con una cena o con una fiesta?
4. ¿Tiene usted la tradición de las doce uvas?
5. ¿Las fiestas de la escuela son aburridas o divertidas? (etc.)

SUGGESTED PROCEDURES

To the Teacher . . .

The writers of this course suggest that a minimum of two lines of Dialog 6 be covered per day. A maximum of 3 days should be spent in each Narrative in Unit 7, regardless of the level of aptitude in your class. The supplementary material included in the course content is also the product of the combined efforts of teachers of Spanish in Dade County area. This material is more than adequate and certainly effective in the teaching of these units. The evaluative measures are well worth using. It is suggested however that testing be done as often as possible. There should be a short measurement taken to evaluate each objective here outlined. Particular efforts should be taken to test each element separately and as soon after its introduction as possible.

Special attention should be given to the objectives of this course, as they prescribe the particular change in behavior that will be necessary for the student to successfully complete the course. Depending upon the progress of the class, teachers are encouraged not to stop with these but to continue to cultivate more complex objectives.

The approximate degree of success may vary from community to school to class to student. The figures given however reflect a wide range of performance expectancies.

Perhaps of utmost importance initially is the students' understanding of the procedures and methods of the route he will be taking. The objectives of this course, both general and instructional (behavioral), should be made clear before any language is presented.

The language competence on the part of the teacher and effective instructional materials are basic necessities. Equally significant is the manner of presentation to the learner.

SAMPLE EVALUATIONS

I. Part I - Listening Skills (Performance objective A-1)

A. Given five incomplete sentences about the dialog each followed by three possible completions, choose the correct one by circling a, b, or c on your answer sheet.

1. El diálogo se llama_____.
   a. El Accidente de Enrique
   b. En la Sierra Nevada
   c. El Accidente de Pedro
2. El accidente fue_____.
   a. En la playa
   b. En las montañas
   c. En la casa
3. Enrique se quebró_____.
   a. La pierna
   b. El pie

c. el brazo

4. Enrique se cayó_____.

a. Jugando.

b. Patinando.

c. Esquiando.

5. Ahora Enrique está_____.

a. En el hospital

b. En la escuela

c. En la biblioteca

(Performance objective A-2)

Given orally five questions based on each part of the narrative on "Las Uvas," each followed by three possible answers, you will select the correct one by circling a, b, or c on your answer sheet.

1. ¿Cómo fue la fiesta del año nuevo?

a. divertido

b. divertida

c. divertidas

2. ¿Qué tenía cada uno?

a. una cestita con doce albóndigas

b. una cestita con doce uvas

c. una cestita con doce papas fritas

3. ¿Qué celebran en casa de los abuelos?

a. el año nuevo

b. La Navidad

c. La llegada de Luis

4. ¿Cuántas uvas se comió Luis?

   a. siete uvas

   b. todas las uvas

   c. diez uvas

II. Part II - Speaking Skills (Performance objective C-3)

Given a sentence in the singular or plural based on the present tense of the e and i verbs, and the definite article contractions you will restate the patterned sentence in the singular or plural performing the necessary changes. (Number substitution)

Example: Nosotros comemos uvas.

Answer (oral): Yo como uvas.

1. Vivo lejos de aquí.
2. ¿Comprendes el español?
3. Vamos a la clase.
4. Es amiga de los chicos.
5. Llamemos a Teresa al salir de la tienda.
6. Tengo que esperar al hermano de Juan.
7. ¿Vas a casa de la morena?
8. Tú metes las uvas en la cestita.
9. Ella le permite ir a la fiesta.

III. Part III - Reading Skills (Performance objective C-1)

Read the following narrative and select the correct answer by circling a, b, or c from each of the questions asked.

Hace mucho tiempo que María quiere aprender a nadar. El año pasado Pablo su hermano se cayó en la playa y se quebró el brazo, pero ahora sabe nadar muy bien. El domingo Pablo va a llevar a su hermana María a la playa. Le dice a María que hay sitio en el coche si quiere invitar a su amiga Josefina. La verdad es que a Pablo le gusta Josefina porque sabe nadar muy bien y es muy bonita.

1. ¿Qué quiere aprender María?
   a. a esquiar
   b. a nadar
   c. a jugar
2. ¿Adónde van Pablo y María?
   a. Van a la playa.
   b. Van a la escuela.
   c. Van a la casa de Pablo.
3. ¿Dónde hay sitio para Josefina?
   a. en la clase
   b. en el coche
   c. en el hospital

IV. Part IV - Writing Skills (Performance objective B-1,3)

You will hear months of the year and numbers from (21-31), write the month dictated and the word for the number given.

1. agosto
2. octubre
3. diciembre
6. veinte
7. junio
8. abril

4. veinticinco
5. treinta
9. marzo
10. noviembre

V. Culture - (Performance Objective VB)

Write a paragraph in English describing similarities and differences between New Year's Eve Celebration in the Spanish countries and in the U.S.A.

VI. Attitude - (Performance Objective VI-A)

The Teacher will have noted throughout the courses the participation in activities and expressions of beliefs of each pupil. Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

	Volunteers	Take positive attitude	Seeks a project	Speaks without bitterness	Accepts leadership role
1. Allen, Mary	S	S	S		O
2. Alsworth, Joe			S	✓	S

Key-

S - superior
✓ - acceptable
O - unacceptable

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